

# National Congress Bulletin

NATIONAL CONGRESS OF PARENTS AND TEACHERS  
600 South Michigan Boulevard, Chicago, Illinois



JUNE, 1939

## THE WORK GOES ON

**T**HIS final issue of the BULLETIN for 1938-39 brings us to the close of another year of parent-teacher work. June is the month which mingles impartially commencements and closings, beginnings and endings, completions and new adventures.

For half of you, probably—and that means over 13,000 local presidents—the close of this year's work means only an opportunity to continue for another year your service to your school, your children, and your community. In the light of a year's experience of growth and achievement and failure and joy, you are ready and eager to undertake again the duties of the office for which you were chosen. The hopes, the confidence, the faith of your members are still with you.

But there is the other half, too; and to those who are laying aside their duties as local president, goes a special and direct message. You glance back through the days of your service, noting the accomplishments made possible by the courageous activity and untiring devotion of those who worked with you. You realize how greatly the best you gave depended upon what you received from others.

Before you turn to new occasions and new tasks, however, you have a duty to perform. You will list the intangibles—the contacts and the sources from which you have received unfailing help. You will gather together all those materials to which you have turned for direction and inspiration again and again; these you will place in the hands of the new president, to serve as background and as guidance for one who will tread anew the path now known so well to you. I like to remember that this BULLETIN will be read and reread and then folded and placed on the top of the pile, a joint message of greeting from you and from me.

*Frances S. Petrucci*  
President,  
National Congress of Parents and Teachers.

## NEWS ITEMS FROM THE CONVENTION . . .

**New National Officers** The following new officers were elected at the 1939 Annual Convention of the National Congress of Parents and Teachers held in Cincinnati, Ohio, May 1-4:

Second vicepresident and aide to the president, Dr. Joseph M. Artman; vicepresident from Region II, Mrs. S. C. Cox, Virginia; vicepresident from Region IV, Mrs. L. G. Hughes, Indiana; vicepresident from Region VI, Mrs. M. A. Taylor, Texas.

**New Character Education Chairman** Mrs. William A. Hastings, Madison, Wisconsin, whose term as vicepresident from Region IV expired, was elected national chairman of Character Education.

### 1940 Convention City

Omaha was chosen for the 1940 National Convention. May 6 was selected as the opening date.

### September Board Meeting

Chicago was chosen as the meeting place for the National Board of Managers in September, 1939. The meeting will begin September 28, and will be preceded by special meetings on Wednesday, September 27.

### Proceedings

Proceedings of the convention will be available about September 1. A pamphlet, "Freedom for Growth," containing reports of conferences and convention addresses, will be published about the same date.

## NATIONAL CONGRESS MEMBERSHIP AS OF APRIL 15, 1939

Alabama	54,273
Arizona	8,299
Arkansas	36,611
California	240,506
Colorado	48,666
Connecticut	25,757
Delaware	5,511
District of Columbia	17,300
Florida	53,104
Georgia	47,715
Hawaii	16,152
Idaho	7,395
Illinois	157,809
Indiana	66,622
Iowa	50,023
Kansas	42,111
Kentucky	36,071
Louisiana	20,109
Maine	5,670
Maryland	13,250
Massachusetts	26,923
Michigan	80,217
Minnesota	46,861
Mississippi	15,392
Missouri	71,028
Montana	9,032
Nebraska	24,035
New Hampshire	4,443
New Jersey	95,185
New Mexico	3,656
New York	106,524
North Carolina	69,382
North Dakota	10,755
Ohio	162,063
Oklahoma	29,799
Oregon	24,845
Pennsylvania	127,920
Rhode Island	9,368
South Carolina	11,186
South Dakota	12,124
Tennessee	68,787
Texas	131,630
Utah	13,915
Vermont	9,799
Virginia	41,746
Washington	51,200
West Virginia	49,897
Wisconsin	25,531
Wyoming	2,104
Nevada	905
Puerto Rico	212
<b>TOTAL</b>	<b>2,291,420</b>

**Notice:** The new address of the National Congress of Parents and Teachers is 600 South Michigan Boulevard, Chicago, Illinois.





# Signposts and Guides

## WHAT IT MEANS TO BE A PARENT-TEACHER MEMBER

**F**RONTIERS of thinking are pushed toward more distant horizons; activities become wider in scope; and study and discussion become more objective in approach when local groups function together as members of a national organization. For forty-two years the members of Congress parent-teacher associations have experienced this opportunity for local service in a national organization.

### *Membership in the National Congress offers the following opportunities:*

1. Opportunity for over two and a quarter million people to join hands in a nationwide program for the care and protection of children and youth.
2. Opportunity to secure knowledge of home, school, and community conditions affecting all children and youth. This knowledge enables the members to participate with intelligence in the association activities and gives them a personal enlightenment concerning home, school, and community needs.
3. Opportunity to make use of the democratic processes. Membership in a local association makes possible group thinking, group discussion, and group action toward common ends.
4. Opportunity to gain understanding of community needs and forces. The parent-teacher membership represents a cross section of the residents of the community. This helps parent-teacher members as citizens of the community to understand conditions in the community and to appreciate and accept their responsibility.
5. Opportunity to share experiences with members of other parent-teacher groups through council, district, state, and national meetings. These contacts furnish new ideas, increase the understanding, enrich the background of the members. An exchange of experiences based on common interests and common goals gives the members information and inspiration for an intelligent type of parent-teacher service.
6. Opportunity for individuals to de-

velop and express qualities of leadership. Parent-teacher leadership does not assume that one person or the same group of persons is to lead in all things at all times. Successive leadership is in keeping with democratic ideals.

### *Membership in the National Congress involves obligations:*

**N**OTHING is more important to the success of a parent-teacher association than the attitude of its members. With the best and wisest of presidents, the cleverest and most skilled program chairmen, and the most enterprising and faithful of working committees, it still depends upon the rank and file of its members to make the association a real success.

Unsocial habits, cliques, jealousies, and antagonisms will drown out the fires of interest and devotion.

The first obligation, then, of each member of a parent-teacher association is a warm, cordial attitude toward the activities of the association. Look upon your president, not as one occupying high office and therefore subject to criticism, but as one who carries the heaviest responsibilities and the greatest burden of work. Give praise to his accomplishments and support his ef-

forts. To your other officers and to the chairmen of your working committees give also full measure of discriminating praise and of cooperation.

Attendance at meetings of the parent-teacher association should be a "previous engagement" with every member, not a thing to be set lightly aside for sporadic affairs of a social or entertaining nature. Regularity of attendance is a tremendous help in building up a worthwhile association.

Another obligation is that of bringing in your full share of new members each year, and still another is taking your turn at service when your time arrives. Your fellow members may be better judges than you of what service you are fitted to render. Don't answer their request with "I can't"; it was just as hard for the others who did it as it will be for you. Say "I'll try" instead, and then try, and never cease trying till the service is completed.

### *Membership in the National Congress constitutes a challenge:*

**T**HE National Congress of Parents and Teachers has been a pioneer organization in developing a closer relationship between the home, the school, and other community interests. Today it is faced with a challenge and an opportunity even greater than in previous years. As society becomes increasingly complex, the task of education more difficult, emphasis needs to be given to the development of better techniques for keeping teachers informed and aware of what is happening to parents and family life, and giving parents a more clear-cut understanding of what the school is trying to do to and for their children. Another big job is that of waking parents up to their own need for education in parenthood and family life, and promoting a program whereby this education of parents will parallel that of their children, through the entire range of schooling. If parents and teachers can become acquainted, and parents as well as children be considered a part of the educational program of the school, it would seem a greatly needed forward step in our present educational set-up.

### *About Publications*

**General Information** — Local parent-teacher associations will find in this new 32-page pamphlet the material which was formerly found in the leaflets, General Information, Founders Day, and Installation Ceremony.

Additional information of interest to parent-teacher members includes a practical interpretation of six of the guiding principles and a brief chronological outline of historical events from 1897 through 1938.

Two copies of General Information are sent to the local association; one for the use of the president and one for the use of the Founders Day committee, if desired. Additional copies may be purchased at 5c each.



# From Convention Addresses

IN SPITE of many failures and shortcomings, the family is the institution best adapted to develop in the child an understanding of a democratic way of life. In the family, more than in any other social institution, the child has status because of who he is. He belongs to his family and nothing can entirely deprive him of that status. He is a person, in his family, whose rights and interests are important.—**Marjorie F. Lenroot.**

Secretary of the 1940 White House Conference on "Children in a Democracy," Miss Lenroot is planning for the future of America's children.

WE face basic domestic and international problems which call for creative thinking and leave the task also of preserving the democratic processes besides. At this very moment we are confronted by challenges which may lead to complications in the international sphere. Some will say that we cannot solve our problems without putting the world's ills first. As I see it, our inescapable responsibility is to show to the world that one democracy at least can solve some of its major problems by being willing to make the necessary sacrifices.—**Frederic A. Dykstra.**

Dykstra made Cincinnati famous as "the best governed city in the United States" during his seven-year term as city manager.

WE must actually train and educate our young people to know what good human relations are and how to build them. The totalitarian countries have shown that they can deliberately, through education, build certain kinds of attitudes in the whole young generation. An experiment in this country shows that democratic procedures in school are actually more successful in

## "FREEDOM FOR GROWTH"

The full text of National Convention speeches will be published in a pamphlet entitled "Freedom for Growth," which will be available about September 1. Price, 25 cents.

teaching children than autocratic procedures.—**Joseph K. Folsom.**

Dr. Folsom is chairman of the National Council of Parent Education and has contributed to the National Parent-Teacher.

OUR big responsibility as teachers and parents is to plan together as well as possible to avoid conflicts in standards for children, to be as uncritical of each other as possible, to be ready to explain or to modify our own standards, and as dispassionately as possible, to realize that the code or standard by which each child will direct his life is the one he makes for himself. It should be as sound and as true as possible, and well illustrated with examples of the actions of parents and teachers and friends he trusts.—**Bess Goodykoontz.**

Miss Goodykoontz was chairman of the committee of the Office of Education which planned the radio series, "Wings for the Martins."

THERE can be no lasting contribution to peace, reason, order, or to the other characteristics of democratic life from a school or from a home in which the discipline is based on autocracy; from a school or from a home in which the main spring of effort is rivalry; from a school or from a home in which each person is jealous of his own personal advancement; from a school or from a home where the atmosphere is heavy with fear and suspicion; from a school or from a home that ignores and overwhelms the living individual personality of each child.—**William G. Carr.**

As Secretary of the Educational Policies Commission, Dr. Carr prepared the book, "The Purposes of Education in American Democracy," which was the basis of the Convention program.

YOUTH is the time for independence and responsibility . . . I want to see the time when classes in civics will be allowed and urged to tackle the current problems of their cities, to analyze municipal financial

statements and the state of our public bodies . . . I want to see people take more part in the running of so they will know what is going on and I want to see them participate in discussions of the family business. No person ever sought democracy in this country, he would be put into age groups, as well as into classes and he would ride to poverty and the greatest number of people would have no hope.—**Howard Y. McCluskey.**

Organization of adult education communities throughout the country. Dr. McCluskey's noteworthy address.

THE founders of our country knew that free institutions could be founded only by free men and that education can free men's minds. Our Republic had other reasons for this very good reason for education for their posterity. Free institutions were not an end in themselves, the human beings who lived in them were thereby enabled to live in freedom. And since man is free by reason and the power to choose, that man who develops his mind seeks truth can be fully human.—**Stringfellow Barr.**

A leader in the renaissance of education, Stringfellow Barr has created a sensation in the field by abolishing the elective system, replacing it with a required curriculum.

ECONOMIC inefficiency in the home and community life is a result of poverty, the result of economic inefficiency in the front door, family life is only friends in misery round the bare table . . . Children are no kin. A civilization blossoms from a social soil constantly enriched through the minds and hands . . . There is no more realistic or efficient than that achieved in a vocational school. There men learn new tricks—that he learns new tricks, that there is a learning hardly ever made an accomplishment.—**Edwin Lee.**

Dr. Lee helped to found the National Association of the American Vocational Association.

# READY! NOW!

The new  
**NATIONAL  
PARENT-  
Teacher . . .**

## ● Promotion Packet

is ready for distribution. Please send for it as soon as possible. It contains information that will help your Magazine chairman to function successfully. The packet will be sent as soon as you fill in and return the

## ● Registration Form

which is printed on the other side of this sheet.

Of course if you prefer, you may send the name and address of your chairman on a penny postal card.

As soon as we send the packet, the name and address of your chairman is forwarded immediately to your state Magazine chairman.

**MAKE IT POSSIBLE FOR  
YOUR CHAIRMAN TO  
GET AN EARLY START  
BY SENDING FOR THE  
PACKET RIGHT AWAY.**

**National  
Congress Bulletin**

Volume 6  
Number 10

Published monthly except July and August by the National Congress of Parents and Teachers, 100 South Michigan Boulevard, Chicago, Ill. Editorial Committee: Mrs. Charles D. Center, Fred M. Raymond, Mrs. M. D. Wilkinson. Subscription price: 20 cents a year.

Entered as second class matter July 26, 1936, at the Post Office at Washington, D. C., additional entry at Baltimore, Md., under act of March 3, 1879.

**Local President:** In order to keep your association on record with your state Congress of Teachers, please send names and addresses of your local officers to your state office or state



# Our National Magazine

## • PROGRAM and STUDY COURSE *Material*

DO you want a course for your study group that is interesting, timely, practical? Do you want a well-rounded, well-balanced course for your general program—one that will stimulate anew the energies and activities of your members?

"American Youth" is such a course. Directed and outlined by Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education of the National Congress of Parents and Teachers, and well-known author, psychologist, and parent education specialist, it presents facts concerning modern youth—his interests, his attitudes, abilities, and personal characteristics. Its intriguing Mother Goose titles provoke attention. Its series of eight articles deals with an important issue of the day, American youth, in terms of parent-teacher responsibility. The articles are: (1) *The Farmer Has a Son*, (2) *Sing a Song of Sixpence*, (3) *Mary, Mary, Quite Contrary*, (4) *For Want of a Nail*, (5) *Saturday, Sunday*, (6) *Where Are You Going, My Pretty Maid?* (7) *Jack and Jill*, (8) *This is the House That Jack Built*.

• WHY not discuss this course—its use and its possibilities, with the officers and chairmen during the summer? It will give you all a feeling of real satisfaction to know that you have made plans to secure material that will help you with the parent-teacher work for the coming year.

• A LEAFLET which gives the titles of the articles and questions which will be discussed in them, will be sent free to you upon request. If your group is undertaking the course, additional copies of the leaflet may be secured without charge.

• MAKE this course one of the truly important events of the parent-teacher year.

**Reminder:** The first article in the course starts in the June-July, 1939, issue.

## PREVIEW OF THE JUNE-JULY ISSUE

THE June-July issue designates the close of another magazine year. The year has passed swiftly, and it is our hope that parent-teacher readers have drawn benefit from the issues which have come to them each month, recording the important concerns of our day as they relate to the education and welfare of children and youth. We want to take this opportunity to thank parent-teacher readers who by their faith and ardor have made the design of the last year possible, and who give us hope and confidence that the coming year will be a successful and memorable one in the life of the official organ of the National Congress of Parents and Teachers.

THIS issue carries the concluding article in the series based on *The Purposes of Education in American Democracy* as outlined by the Educational Policies Commission. This article is written by Dr. William G. Carr who wrote the introductory article in the series and is well known to parent-teacher readers. It will interest our readers to learn that these articles have been used by educators and laymen alike, to illustrate what can be done to translate and communicate the outcome of long years of educational thinking and searching to all adults who have a stake in the welfare of children and youth. Due to your interests in educational purposes which are rooted in the life of the people, the Magazine will carry another series of articles next year, to be built around the objectives of civic responsibility in American democracy.

THE June-July issue also carries the concluding article in the *Guiding Principles* series which has been a source of inspiration, stimulation, and information to many parent-teacher readers. We announce with pleasure that the new magazine year, beginning with August-September issue, will carry another series of articles which will analyze the various types of working activities which compose the scope of Congress work. As did its predecessor, this series will prove invaluable to every parent-teacher member who wishes to learn even as he works for the good of mankind.

THE first Parent-Teacher Study Course article for 1939-40 appears in this issue. "The Farmer Has a Son" is written by Dr. William McKinley Robinson who discusses the problem of rural youth and the contributions that rural youth are making to American life. Among the other articles and features: "What Price Democracy" by Ada Hart Arlitt, "Two Little Boys" by Marie Skodak, "Making Family Life Stimulating" by George Stoddard, "Is My Son Too Perfect?" by John Stapleton, a review of the National Convention as seen through the eyes of a delegate, and descriptions of enjoyable activities engaged in by parents and children during the summer holidays.

FOR many months we have considered in the columns of our Magazine the purposes and ideals toward which parents and teachers are striving and toward which they have made more than considerable gains. The theme running through the pages of this issue calls the attention of parents and teachers to the *critical factors* in the attainment of these same purposes and objectives. We see these critical factors in our everyday problems of the school, the home, and the community. Parents and teachers do not hide their heads in the sand. Hurdles which exist between their aims and their attainments are recognized. What these hurdles are and how we may work to overcome them is discussed simply, frankly, and realistically in your Magazine, the **National Parent-Teacher**.

